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ABSTRACT

This study was part of a larger study of the visions of deans in Turkish universities for the millennium. Data were collected from 449 of the 490 deans at different faculties of Turkish universities. The questionnaire contained 11 questions related to the personal and organizational vision of the deans. Deans identified 53 different proficiencies they had, and suggested 45 proficiencies they wanted to develop. They identified 44 different professional values and 27 different things they would like to change. Overall, deans defined the educational environment in their universities as "dynamic" and "developing." Survey responses indicate that deans have an important potential role in sustaining the learner-centered and learning universities of the 21st century. The personal visions of the deans were similar to the ideals identified as associated with learner centered universities. Top managers must provide necessary support and conditions so that deans in Turkish universities can work toward the ideal. (SLD)

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Introduction

This study performed with the cooperation of two colleagues was the first part of the consecutive study determining the visions of the deans in Turkish universities for the millennium. In this study, the theoretical frame of the study was discussed in detail. The appearances of reality describing the fast and complex social change are defined as variety, imbalance, indirect relations and high sensitivity related to temporary flow of time and they are discussed as the dominant opinion in the center of highlighted paradigm (Prigogine and Stengers, 1996). The above-mentioned discussions reflect the field of educational administration and pave the way for redefining some concepts and their dimensions.

Regarding with the subject of this 25th conference, it can be said that one of the concepts and their dimensions is vision and the others are the new and changed roles of universities and university administrators for the 21st century. In the 21st century, vision must be considered as a key concept when it is recognized that the new and changed roles of the universities must be moved from teacher-centered to learner-centered environments, and the roles of the university administrators must be moved from managers and technicians to leadership. In the following subtitles, at first the vision is defined and the extent of the vision is discussed related with the new and changed roles of the universities and university administrators, and then the process of vision development is given.

Key to Recreate Universities For Future: Vision

The literature in the field provides many definitions of vision. For example, Manesse (1985) regards vision as "the development, transmission and implementation of a desirable future". Sollman and Heinze (1995) indicate " vision is a concrete future image which is near enough to realize and far enough to raise admiration for a new formation". In this sense, vision is explained with the following dimensions in terms of university administrators for the 21st century (Ercetin 1998).

Vision is the dream and design of future: The leader university administrators with vision are people dreaming and designing the futures of their universities. They use their emotional, intellectual and intuitive potentials to create the future which is thought to be necessary and different from the existing situation in their universities. In this meaning, leader university administrators don't only predict the future like the futurists, but they create a new future like science fiction writers, as well. Furthermore, they plan and design how the dreamed future will be realized. Regarding with the subject of the 25th Conference, leader university administrators must dream and design the future of their

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universities by considering the new and changed roles of their universities from teacher-centered to learner-centered environments.

Vision is to balance dreams with realities: The leader university administrators with vision evaluate the present conditions, the situations and the possibilities of their own and their universities. They use these evaluations as a step to realize the dreamed and designed future related to their universities. Thus, they can provide the acceleration of the needed change and the transformation in reaching from today to future and from dreams to realities. The university administrators must realistically evaluate The present conditions, situations, possibilities of their own and their universities in order to create learner-centered university for the 21st century. They must develop the present positive conditions, situations, possibilities of their own and their universities. They must change the others.

Vision is to differentiate with values and to integrate them with spiritual power: The leader university administrators with vision perceive the value of human successes and behavior for life, and they evaluate them beyond current measures. They consider everything that is found meaningful by humans to have value and they differentiate their universities with them. Student, faculty, and non-teaching staff integrate with spiritual power in values in the universities managed by them. They create an environment where everybody feels himself as a value.

Vision is to communicate and to share: The leader university administrators with vision communicate their dreams, plans, values to everyone at university from student to all faculty members. In this process, they influence students, faculty members, and non-teaching staff and facilitate their participation and their contribution. In this way, they provide possibility of integration for everybody. They create the democratic and open climate at university. There everybody produces new ideas or methods without being asked and everybody has opportunities to participate in task assignments and vision development.

Vision is to take and to manage risks: The above-mentioned dimensions contain taking and managing risks and leader university administrators with vision take and manage risks, too. They are courage enough to encourage others to be courage, they are responsible enough to endure the results of the risk, and they are creative enough to transform risks into success. They are highly sensitive to social patterns. They properly share their authority and power with the others.

Vision Development Process

Vision development expresses a two-phased process, the development of personal and organizational visions (Chance, 1992; Thornberry, 1997). Personal vision development phase contains 1) evaluating self, 2) defining in a clear and understandable way what the leader wants to perform and realize, and 3) bringing up the desires. In this process, the leader university administrators define the self-perceptions and personal goals. The dominant elements playing role in personal vision development are the leader university administrators proficiencies, self-development fields, leadership styles, professional values, and evaluations related with their universities. The organizational vision development phase contains 1)evaluating the organization, and 2)defining the

dreamed organization. In this process, the leader university administrators define the evaluations related with their universities and universities in dreams.

The two basic functions of the universities are to be leaders and raise leaders in every field to meet the demands of the 21st century. Achieving these basic functions depends on visionary leaders in the university administration. In this phase, we must emphasize that we regard the 25th conference as a very important international platform to develop the global vision for the 21st century and to prepare for the next millennium. As a result, in this study we are going to explain what the personal and organizational visions of the faculty deans in Turkish universities for the 21st century are.

Methodology

The study was designed in the survery model. The number of the deans in different faculties of Turkish universities was 490. We tried to reach all of the deans and the data were collected from 449 deans. In this study, we used the questionnaire developed by Edward W.Chance (1996). The questionnaire contained one structured question and ten open-ended questions related with the personal and organizational vision development phases. The questions are as follows:

1. What are your five greatest proficiencies?
2. What are your five greatest self-development fields?
3. What are the three things you most value in your professional life?
4. What style of leadership are you most comfortable with?
   a) Structural b)Democratic c)Supportive d)Participative
5. What are the most important things you want to improve in your faculty?
6. What do you want to change in your faculty as an administrator?
7. How would you like to be remembered as an administrator?
8. What are five greatest strengths of your faculty?
9. What are five greatest weaknesses of your faculty?
10. How do you describe the climate of your faculty?
11. What does your ideal faculty look like?

In analyzing the data, we considered that all of 449 deans would give the maximum response for every item. The total number of the questions was considered and this number was multiplied with the probable number of the responses. For example, for items 1 and 2 the expected total number of responses would be 449x5= 2245. Similar responses were grouped and frequencies were computed. The rates of the items were put into order from high to low. The same process was applied for items 3,5,6 and 7.

Findings

The Proficiencies of The Deans Have and Want to Develop

The deans were found to have 53 different proficiencies and they also wanted to develop 45 different proficiencies. The first five were included in 70%of the deans' markings related with proficiencies and 82% of those related with self-development fields (Table 1.).

Table 1. The Proficiencies Deans Have and Want to Develop

The Proficiencies The Deans Have 449x5=2245	f	%	The Proficiencies The Deans Want to Develop 449x5=2245	f	%
To be scientific	385	17	To have communicative and social relations	401	18
To be tolerant	270	12	Knowledge of the leadership and the management	399	18
To know and carry out the laws and regulations	250	11	Intenational relations	365	16
To be honest	230	10	Using the contemporary technology	342	15
To be democrat	215	10	The relations with the surroundings system in a national level	337	15
To have communicative and social relations	215	10			
Total	1565	70	Total	1534	82

The first proficiency that the faculty deans had was to be scientific. It can be said that this result is natural because the deans in Turkish universities are selected from the full professors, and they aren't professional managers. The findings also indicated that the deans as selected and appointed managers had the proficiency in knowing and carrying out the laws and regulations, a new field for them. It was understood that the deans adapted to this new field.

The findings indicated that the deans wanted to develop the existing proficiencies related with communicative and social relations in the dimensions including the relations with surroundings systems and the international relations. The findings can be evaluated as a result of accelerated international relations of Turkey and the globalization. One of the proficiencies that the deans were highly sensitive to the new technology. The deans who are faculty administrators with democratic, tolerant, communicative and social relations can create the favorable managerial environments for the democratic, scientific, and learner-centered universities in the new millennium.

The Professional Values of the Deans

The deans were found to have 44 different professional values. The first three were included in 89% of the deans' markings related with professional values. The data from this study indicated that the professional values of the deans were 31 % of those "to be scientific, scientific autonomy, professional ethic", 30% of those "honesty", and 28% "respect and affection for humans". The findings indicated that the professional values of the faculty deans were in the same extent with their own proficiencies. When the findings were evaluated, it was asserted that the faculties in Turkey in the 21st century will be administered with these core values in the visions of the deans.

The Leadership Styles of The Deans

The data from this study indicated that the most comfortable leadership styles of the deans were 65% of those "democratic", 28% of those "supportive" and 7% of those "structural". The leadership styles of the deans indicated the managerial approach including being flexible, dynamic and considering participation and contribution of everybody from students to faculty members.

The Most Important Things The Deans Want to Improve and to Change

The deans wanted to improve and change 27 different things. The first three were included in 70% of the deans' markings related with the things which were wanted to be improved and 75% of those related with the things were wanted to be changed (Table 3).

Table 3. The Most Important Things The Deans Want to Improve and to Change

Things The Deans Want to Improve 449x3=1347	f	%	Things The Deans Want to Change 449x3=1347	f	%
The learner-centered education	300	22	The substructure and physical conditionals	301	22
Increasing the scientific quality	245	18	The memorizing education and instruction processes	254	19
Affirmation and respect, social interactions and communications and solidarity	199	15	The concepts of traditional university teacher	225	17
The dynamic, flexible, changeable, quality training and intruction processses.	199	15	The concepts of traditional student	225	17
Total	943	70	Total	1001	75

The findings indicated that the deans wanted to change the traditional processes and approaches, the substructures and physical conditions in the dimensions to sustain a learner-centered environment.

How The Deans Would Like To Be Remembered As Administrators

The Deans were wanted to be remembered as honest, democratic and tolerant, with their services and works as the administrators. These findings are consistent with the other above-mentioned dimensions.

The Strengths and Weaknesses of Their Faculties

The deans identified 29 different strenghs and 53 different weaknesses related to their faculties. The first five were included in 88% of the deans' markings related with

strengths and 80% of those related with weaknesses (Table 4).

Table 4. The Strengths and Weaknesses of Their Faculties

Strengths 449x5=2245	f	%	Weaknesses 449x5=2245	f	%
The academic personnel	385	17	The insufficient financial resources	425	19
The efforts to open externally	367	16	The insufficient payments related with the academic and non-academic personnel	412	18
The efforts to develop and transformation	344	15	The substructure, the physical conditions and the new technology	379	17
The effective communucation	315	14	The broken relations between the departments	310	14
The substructure, physical conditions and the technology	315	14	The quantative insufficiency of the academic and non-academic personnel	270	12
The culture based on the harmony and tolerance	260	12			
Total	1980	88	Total	1796	80

The deans' identifications related with the strengths and weaknesses of their faculties seem to be in contradiction with each other. The deans identified the substructure, the physical conditions and the technology, the effective communication as the strengths of their faculties and at the same time they identified the substructure, the physical condititions, the technology and the broken relations between the departments as the weaknesses of their faculties . This contradictory identification can be interpreted that the deans wanted to improve the strengths of their faculties or the deans defended own their positions and their faculties. The findings indicated that the deans percieved the insufficient financial recources as the most important weaknesses of their faculties. The broken relations between the departments in their faculties indicated the existence of the traditional working conditions. The findings can be interpreted that the interdisciplinary approaches and the studies haven't been appropriated by the academic personnel in the different departments of the faculties yet.

The Climate of Their Faculties

The deans defined climate of their faculty as "dynamic" and "developing". The findings indicated that the faculties have the same atmosphere in changing and developing Turkey.

The Faculties in Their Ideals

The deans defined 45 different features for faculties in their ideals. The first five were included in 86% of the deans' markings related with the features (Table 5).

Table 5. The Faculties in Their Ideals

Featurs (449x5=2245)	f	%
The prosperity level of all Personnel is fairly high	320	14
The completed substructure and physical conditions	270	12
The qualified and motivated academic and nonacademic personnel	252	11
The highest scientific studies and researches perfomed	210	9
The appropriated values of the democratic and secular republic	174	7
Hardworking, contemporary and well-informed students	174	7
Relations with surroundings systems	174	7
No financial problems	174	7
Completed education integrated with the world	174	7
Total	1922	86

When the above-given features were evaluated, the faculties with these features aren't difficult to define as the learner-centered and learning faculties of the 21st century.

Results

As a result, the deans with proficiencies, professional values, styles of leadership and the wanted transformations about themselves and their faculties have a very important potential to sustain the learner-centered and the learning universities of the 21st century. In this meaning, the extents of the personal visions of the deans in Turkey are similar to the ideal related with sustaining the learner-centered universities of the 21st century. The top managers must provide the convenient conditions and the needed supports for the deans to achieve this ideal in Turkish universities.

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